

UNIT REPORT

Advertising (BSAdv) - Reviewer's Report - Academic Data

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Advertising (BSAdv)

Advertising (BSAdv) Mission

Mission:

The Department of Advertising's mission aligns directly with the mission of the University of Florida and the College of Journalism and Communications as laid out in the Strategic Plan of the State Board of Governors: "The University of Florida is committed to educating students so they are prepared to make significant contributions within an increasingly global community offering a broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation, and the world. Through its mission of education, research and service, the University of Florida nurtures young people from diverse backgrounds to address the needs of our societies while creating new knowledge and the pursuit of new ideas." Specifically, the Department of Advertising's mission is to: Create and promote new knowledge and understanding of advertising and other marketing-related communication as a resource to the academic and professional communities; Attract and develop the best talent for its undergraduate, masters, and doctoral programs and prepares them to make significant contributions to an ever-changing, diverse, global future; Provide the academic and professional communities with ethical leaders whose efforts and ideas affect the growth and development of the profession of advertising and advertising education; and Prepare and support students and faculty in taking the "next" step in their career development.

Start: 07/01/2017

End: 06/30/2018

PG 1 2017-18 Increase Total Number of Students Enrolled

Goal: To increase the number of students enrolled in the major

Evaluation Method:

Compare growth in number of majors from year to year using data from the registrar's office.

Results:

The department chair, in consultation with the college dean, executive associate dean and department faculty, reviewed the results. We found that enrollment numbers are relatively stable, as we had expected.

SEMESTER	1JM	2JM	3JM	4JM	TOTAL
SPRING 2017	35	87	181	312	615
SPRING 2018	31	92	190	296	609

XOn Campus: true

XProgram CIP: 09.0903

XOnline: false

XOther Site: false

XIf Other Site:

PG 2 2017-18 Increase Percentage of Minority Students from Under-represented Populations

Goal: Increase the percentage of under-represented minority students (African American and Hispanic) in the major.

Evaluation Method:

Percentage of African American and Hispanic students enrolled in Advertising, compared from year to year, using data from the registrar's office.

Results:

Department chair reviewed results in consultation with department faculty and the Associate Dean for Undergraduate Affairs and Enrollment Management.

	BLACK	HISPANIC
SPRING 2017	2.8%	23.9%

SPRING 2018	3.7%	25.2%
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XOn Campus: true**XProgram CIP:** 09.0903**XOnline:** false**XOther Site:** false**XIf Other Site:****2017-18 SLO 1 Content Knowledge****Outcome:** Describe the role of advertising in a free market system.**SLO Area (select one):** Content (UG)**Assessment Method:**

- Multiple-choice instrument administered in two sections of ADV4800, Advertising Campaigns, which is the required capstone course for all Advertising majors
- Tests did not count toward student grades
- Students were briefed on the purpose of the test (for academic program assessment) and asked to answer each question to the best of their ability
- SLO 1 is measured with the first eight true/false questions on the instrument
 - 6 or 7 correct responses out of 8 meets expectations
 - 8 out of 8 exceeds expectations
- The questions are as follows:
 - Questions 1 through 4 are True/False questions about the role of advertising in a free market system. If you believe the statement is an accurate description of the role of advertising in a free market system, your answer is TRUE. If you believe the statement does not accurately describe the role of advertising, your answer is FALSE.

1. Advertising provides truthful, non-deceptive messages about goods and services to help consumers make informed-purchase decisions.

1. True False

2. Advertising stimulates demand.

1. True False

3. Advertising enhances the ability of firms to compete in a market.

1. True False

4. Advertising fosters competition.

1. True False

Questions 5 through 8 are True-False questions about the ways advertising contributes to a free market economy. If you believe the statement is an accurate description of a contribution of advertising to a free market economy, your answer is TRUE. If you believe the statement does not accurately describe the contribution of advertising, your answer is FALSE.

5. Advertising encourages consumption (stimulates demand/sales)

1. True False

6. Advertising, as an industry, provides employment (jobs in agencies, media, suppliers, etc.)

1. True False

7. Advertising enhances the opportunity for firms to introduce new products.

1. True False

8. Which of the following statements is more accurate (true)?

1. Advertising makes(forces) people buy products.

2. Advertising does not make (force) people buy products; advertising influences people to buy products.

SLO Not Assessed This Year:

Results:

Overall Summary:

54 out of 55 or 98% of students who completed the instrument in fall 2017 met or exceeded expectations.

This measure is not very diagnostic. Assessment methods were significantly revised in spring 2018 and have been approved for launch in 2018-19. See programmatic use of results section.

Yearly Summary:

- In Fall 2016, 94% of the students who completed the instrument met or exceeded expectations.
- In Spring 2017, 99% of the students who completed the instrument met or exceeded expectations.
- In Fall 2017, 98% of the students who completed the instrument met or exceeded expectations.

Section Summary:

Section 1040

1 out of 27 or 4% were below expectations with a score of 5 correct out of 8 or less

12 out of 27 or 44% met expectations with a score of 6 or 7 correct out of 8

14 out of 27 or 52% exceeded expectations with a score of 8 correct out of 8

26 out of 27 or 96% met or exceeded expectations

Section 3523

0 out of 28 or 0% were below expectations with a score of 5 correct out of 8 or less

12 out of 28 or 43% met expectations with a score of 6 or 7 correct out of 8

16 out of 28 or 57% exceeded expectations with a score of 8 correct out of 8

28 out of 28 or 100% met or exceeded expectations

Attached Files

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 70

How many students did you assess for this outcome?: 55

How many students met the outcome?: 54

What percentage of students met the outcome?: 98

Does this meet your threshold of acceptability?: Yes

2017-18 SLO 2 Content Knowledge

Outcome: Recognize and discuss the legal and social responsibilities of advertising.

SLO Area (select one): Content (UG)

Assessment Method:

- Multiple-choice instrument administered in ADV 4800, Advertising Campaigns, which is the required capstone course for all Advertising majors
- Tests did not count toward student grades
- Students were briefed on the purpose of the test (for academic program assessment) and asked to answer each question to the best of their ability
- SLO 2 is measured with 7 test questions on the regulations of advertising: commercial speech, FTC, NARC/NARB, and four on criteria for determining false and deceptive advertising
 - 0 or 2 correct responses out of 7 is below expectations
 - 3 or 4 correct responses out of 7 is near expectations
 - 5 or 6 correct responses out of 7 meets expectations
 - 7 correct responses out of 7 exceeds expectations
- The questions are as follows:

Questions 9 through 11 are multiple choice questions about the regulations of advertising.

1. Under the First Amendment, truthful, non-deceptive advertising has protection as _____ speech because advertising helps consumers make informed purchase decisions?
 - a. Commercial
 - b. Business
 - c. Free
 - d. Advertising is not protected under the First Amendment

2. Which of the following organizations is the primary governmental regulator of advertising?
 - a. Federal Communications Commission
 - b. Federal Trade Commission
 - c. Better Business Bureau
 - d. There is no governmental regulator of advertising

3. Which of the following organizations is the primary industry regulator of advertising?
 - a. National Advertising Review Board or National Advertising Review Council
 - b. Better Business Bureau
 - c. National Advertising Bureau
 - d. None of the above serves as advertising industry regulators

Questions 12-15 are about the criteria for determining if an advertising message is “false and deceptive.” If you believe the statement is accurate, your answer is TRUE. If you believe the statement is incorrect, your answer is FALSE.

4. To determine that an advertisement is deceptive, one must prove that a member of the intended audience was deceived.
 - a. True
 - b. False

5. To prove deception, ads are viewed from the perspective of a reasonable person in the target group.
 - a. True
 - b. False

14. Ads may contain a falsehood and not be ruled deceptive if the falsehood is not related to one’s purchase decision (not a material claim).
 - a. True
 - b. False

15. Advertisers must be able to substantiate (have evidence to prove) their claims prior to making the claim, not after.
 - a. True
 - b. False

SLO Not Assessed This Year:

Results:

Overall Summary:

16 out of 55 or 29% of students who completed the instrument met or exceeded expectations.

This SLO is being phased out at the departmental level and merged with college-wide assessments for ACEJMC accreditation that better reflect legal and social responsibility as they are taught across the college. Assessment methods were significantly revised in spring 2018 and have been approved for launch in 2018-19. See programmatic use of results section.

Method:

- Multiple-choice instrument administered in two sections of ADV 4800, Advertising Campaigns, which is the required capstone course for all Advertising majors.
- SLO 2 is measured with questions 9-15 on the regulations of advertising: commercial speech, FTC, NARC/NARB, and four questions on criteria for determining false and deceptive advertising.
 - 0 or 2 correct responses out of 7 is below expectations
 - 3 or 4 correct responses out of 7 is near expectations
 - 5 or 6 correct responses out of 7 meets expectations

- o 7 correct responses out of 7 exceeds expectations

Yearly Summary:

- In Fall 2016, 30% of the students who completed the instrument met or exceeded expectations.
- In Spring 2017, 52% of the students who completed the instrument met or exceeded expectations.
- In Fall 2017, 29% of the students who completed the instrument met or exceeded expectations.

Section Summary:

Section 1040	Section 3523
0 out of 27 or 0% were below expectations with a score of 2 correct out of 7 or less	8 out of 28 or 29% were below expectations with a score of 2 correct out of 7 or less
18 out of 27 or 67% were near expectations with a score of 3 or 4 out of 7	13 out of 28 or 46% were near expectations with a score of 3 or 4 out of 7
9 out of 27 or 33% met expectations with a score of 5 or 6 correct out of 7	7 out of 28 or 25% met expectations with a score of 5 or 6 correct out of 7
0 out of 27 or 0% exceeded expectations with a score of 7 correct out of 7	0 out of 28 or 0% exceeded expectations with a score of 7 correct out of 7
9 out of 27 or 33% met or exceeded expectations	7 out of 28 or 25% met or exceeded expectations

Attached Files

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 70

How many students did you assess for this outcome?: 55

How many students met the outcome?: 16

What percentage of students met the outcome?: 29

Does this meet your threshold of acceptability?: No

2017-18 SLO 3 Critical Thinking

Outcome: Identify and compare media, research and consumer information and critically analyze their implications for advertising.

SLO Area (select one): Critical Thinking (UG)

Assessment Method:

- Multiple-choice instrument administered in ADV4800, Advertising Campaigns, which is the required capstone course for all Advertising majors
- Tests did not count toward student grades
- Students were briefed on the purpose of the test (for academic program assessment) and asked to answer each question to the best of their ability
- SLO 3 is measured with questions that require reading and interpreting percentages and indices presented on the examination
 - o 0 or 1 correct responses out of 4 is below expectations
 - o 2 correct responses out of 4 are near to the expectations
 - o 3 correct responses out of 4 meets expectations
 - o 4 correct responses out of 4 exceeds expectations
- The questions are as follows:

16. Which of the following best describes the role of research in making marketing and advertising decisions?

- Reduce risks of making a "bad" decision
- Provide accurate description of market conditions
- Get ideas for ads
- Not really necessary

Use the following information to answer questions 17-20 regarding Heavy Users of Chewing Gum/Bubble Gum

{Table of data presented here.}

17. What percentage of heavy users of chewing gum/bubble gum are 18-34?

- 46.9
- 15.4
- 12.9
- 100

18. What percentage of Females are heavy users of chewing gum/bubble gum?

- a. 53.5 b. 13.2 c. 12.9 d. 100

19. The table shows that Heavy Users of Chewing Gum/Bubble Gum comprise 12.9% of Total Shoppers. This value (12.9%) can be interpreted: About 13 persons among 100 Total Shoppers are heavy users of chewing gum/bubble gum.

a. True b. False

20. Which of the following best describes what the 119 index for 18-34 Heavy Users indicates?
- a. The percentage of 18-34 year olds who are heavy users is greater than the percentage of Total Shoppers who are heavy users
- b. Above average consumption
- c. Below expected consumption
- d. The index is not an indicator of consumption level

SLO Not Assessed This Year:

Results:

Overall Summary:

12 out of 55 or 22% of students who completed the instrument met or exceeded expectations.

The results from this assessment section indicate areas for meaningful change in the curriculum (and the assessment itself also has been edited accordingly). Assessment methods were significantly revised in spring 2018 and have been approved for launch in 2018-19. See programmatic use of results section.

Method:

- Multiple-choice instrument administered in two sections of ADV 4800, Advertising Campaigns, which is the required capstone course for all Advertising majors.
- SLO 3 is measured with questions 16-20 on reading and interpreting percentages and indices presented on the examination.
 - 0 or 1 correct responses out of 5 is below expectations
 - 2 or 3 correct responses out of 5 are near to the expectations
 - 4 correct responses out of 5 meets expectations
 - 5 correct responses out of 5 exceeds expectations

Yearly Summary:

In Fall 2016, 26% of the students who completed the instrument met or exceeded expectations.

- In Spring 2017, 31% of the students who completed the instrument met or exceeded expectations.
- In Fall 2017, 22% of the students who completed the instrument met or exceeded expectations.

Attached Files

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 70

How many students did you assess for this outcome?: 55

How many students met the outcome?: 12

What percentage of students met the outcome?: 22

Does this meet your threshold of acceptability?: No

2017-18 SLO 4 Critical Thinking

Outcome: Compare and recommend media to best reach a target audience.

SLO Area (select one): Critical Thinking (UG)

Assessment Method:

- Multiple-choice instrument administered in ADV4800, Advertising Campaigns, which is the required capstone course for all Advertising majors
- Tests did not count toward student grades
- Students were briefed on the purpose of the test (for academic program assessment) and asked to answer each question to the best of their ability
- SLO 4 is measured with sets of four test questions
 - 0 or 1 correct responses out of 4 is below expectations
 - 2 correct responses out of 4 is near expectations
 - 3 correct responses out of 4 meets expectations
 - 4 correct responses out of 4 exceeds expectations
- The questions are as follows:

SLO #4, QUESTION SET #1

Explain and interpret CPM, CPP, rating, share, and GRP.

Use the following information, to answer questions 21-24.

{Table data here}

21. Which program reaches the most women 18+?
 - a. Program A
 - b. Program B
 - c. Program C

22. Which program has more women 18+ viewers for its respective time slot?
 - a. Program A
 - b. Program B
 - c. Program C

23. Which program produces the most GRP's?
 - a. Program A
 - b. Program B
 - c. Program C

24. Which program is the most cost efficient?
 - A. Program A
 - B. Program B
 - C. Program C

SLO #4, QUESTION SET #2

Explain reach frequency, effective reach, set reach, and frequency goals.

25. If you were introducing a new product, would you most likely emphasize reach or frequency?
 - a. Reach
 - b. Frequency

26. If you were attempting to build sales of an existing product, would you most likely emphasize reach or frequency?
 - a. Reach
 - b. Frequency

Use the following frequency distribution information for a one-month media plan targeting men 18+ to answer questions 27 and 28.

{Table data here}

27. What percentage of the audience is expected to be exposed to the message as a result of its first run in the media?
 - a. 45
 - b. 23
 - c. Cannot be determined

28. What percentage of the audience will be exposed at least once with an effective frequency of 3?
 - a. 45
 - b. 23
 - c. 80
 - d. Cannot be determined

SLO #4, QUESTION SET #3

Interpret data and choose a target audience.

Use the following information to answer questions 29-32 regarding Heavy Users of Chewing Gum/Bubble Gum.

{Table data here.}

29. Assuming that you are developing a campaign to reach heavy users of chewing gum/bubble

gum (see data above) would you target males or females?

- Males
- Females
- Both

30. Assuming that you are developing a campaign to reach heavy users of chewing gum/bubble gum (see data above), which age group would you target?

- 18-34
- 35-49
- 50+

31. What geographic region would you target to reach heavy users of chewing gum/bubble gum (see data above)?

- Northeast
- Midwest
- South
- West

32. What one magazine is the best to reach heavy users of chewing gum/bubble gum (see data above)?

- Magazine A
- Magazine B
- Magazine C
- Magazine D

SLO Not Assessed This Year:

Results:

Overall Summary:

ON AVERAGE, 38 out of 55 or 69% of students who completed the instrument met or exceeded expectations.

Question Set 1: **21 out of 55 or 38%** met or exceeded expectations.

Question Set 2: **46 out of 55 or 84%** met or exceeded expectations.

Question Set 3: **47 out of 55 or 85%** met or exceeded expectations.

The results from the SLO 4 assessment indicate areas for meaningful change in the curriculum, particularly in how we teach media planning and buying concepts such as CPM, ratings, share, etc. These data led to a careful discussion among faculty about the role of media planning in our curriculum and how to integrate it into new tracks for the new curriculum. The assessment method itself also has been edited accordingly. Assessment methods were significantly revised in spring 2018 and have been approved for launch in 2018-19. See programmatic use of results section.

Method:

- Multiple-choice instrument administered in two sections of ADV4800, Advertising Campaigns, which is the required capstone course for all Advertising majors
- SLO 4 is measured with three sets of test questions
 - 0 or 1 correct responses out of 4 is below expectations
 - 2 correct responses out of 4 is near expectations
 - 3 correct responses out of 4 meets expectations
 - 4 correct responses out of 4 exceeds expectations

Yearly Summary:

SLO 4 Question Set 1 (items 21-24)– Explain and interpret CPM, CPP, rating, share, and GRP.

- In Fall 2016, 56% of the students who completed the instrument met or exceeded expectations. The assessment was conducted in both sections of ADV4800.
- In Spring 2017, 45% of the students who completed the instrument met or exceeded expectations.
- In Fall 2017, 38% of the students who completed the instrument met or exceeded expectations.

SLO 4 Question Set 2 (items 25-28)– Explain reach frequency, effective reach, set reach, and frequency goals.

- In Fall 2016, 63% of the students who completed the instrument met or exceeded expectations.
- In Spring 2017, 54% of the students who completed the instrument met or exceeded expectations.
- In Fall 2017, 84% of the students who completed the instrument met or exceeded expectations.

SLO 4 Question Set 3 (items 29-32)– Interpret data and choose a target audience.

- In Fall 2016, 91% of the students who completed the instrument met or exceeded expectations.

- In Spring 2017, 80% of the students who completed the instrument met or exceeded expectations.
- In Fall 2017, 85% of the students who completed the instrument met or exceeded expectations.

Attached Files

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 70

How many students did you assess for this outcome?: 55

How many students met the outcome?: 38

What percentage of students met the outcome?: 69

Does this meet your threshold of acceptability?: No

2017-18 SLO 5 Communication

Outcome: Develop an advertising/marketing communications plan.

SLO Area (select one): Communication (UG)

Assessment Method:

- A questionnaire is administered in ADV4800, Advertising Campaigns, which is the required capstone course for all Advertising majors
- Tests did not count toward student grades
- Students were briefed on the purpose of the test (for academic program assessment) and asked to answer each question to the best of their ability
- SLO 5 is measured with four open ended questions pertaining to research, marketing objectives, advertising objectives, promotional strategies, and evaluative research
 - An average of the graded responses of 0 (unanswered)-1 out of 4 is below expectations
 - An average of the graded responses of 2-2.9 out of 4 is near expectations
 - An average of the graded responses of 3-3.9 out of 4 meets expectations
 - An average of the graded responses of 4 out of 4 exceeds expectations
- The questions are as follows:

Assume that you are Marketing Manager for a bank in a major metropolitan area with a customer base of 40,000 and have been given the charge to introduce a new mobile app that allows bank customers to use their mobile devices as debit/card cards. Users will no longer need to carry credit or debit cards. A simple contact with the app is all that is needed to complete a transaction. The major effect of this product on your bank's "bottom line" is that it reduces costs of producing cards and processing information. In other words, the application contributes to a bank's profit by lowering transaction costs. It is expected the new app will save the bank roughly .01 cent per transaction. Your job is to develop a marketing communication plan to introduce the new mobile application. Banks who have tried similar products found that such products are not successful if a minimum of 30% of customers do not adopt the system within the first six months of the applications availability.

33. What research would you recommend to provide additional information to help in the development of your campaign?

34. Write a marketing objective that would guide the development of your campaign:

35. Write an advertising/communication objective appropriate for your campaign?

36. Briefly describe four promotional strategies/actions that would help you achieve your objectives.

1.

2.

3.

4.

37. List at least two (2) method(s) you would recommend to assess whether or not you achieved your objectives?

1.

2.

Others?

SLO Not Assessed This Year:**Results:****Overall Summary:**

The overall average of two of the graded free-response questions were 3.4/4.0, and **57 out of 63 or 90%** met or exceeded expectations.

The results for SLO 5 in this assessment section were satisfactory. However, assessment methods were significantly revised in spring 2018 and have been approved for launch in 2018-19. See programmatic use of results section.

Method:

- A questionnaire was administered in two sections of ADV 4800 Advertising Campaigns, which is the required capstone course for all Advertising majors.
- A trained coder applying standards of assessment consistent with prior semesters graded each item.
- SLO 5 is measured with four open-ended questions pertaining to research, marketing objectives, advertising objectives, promotional strategies, and evaluative research.
 - An average of the graded responses of 0 (unanswered)-1.9 out of 4 is below expectations
 - An average of the graded responses of 2-2.9 out of 4 is near expectations
 - An average of the graded responses of 3-3.9 out of 4 meets expectations
 - An average of the graded responses of 4 out of 4 exceeds expectations

Yearly Summary:

- In Fall 2016, 92% of the students who completed the instrument in both sections met or exceeded expectations. The overall average score was 3.6.
- In Spring 2017, 85% of the students who completed the instrument in all three sections met or exceeded expectations. The overall average score was 3.4.
- In Fall 2017, 90% of the students who completed the instrument in all three sections met or exceeded expectations. The overall average score was 3.4.

Attached Files

Start: 07/01/2017**End:** 06/30/2018**Threshold of Acceptability:** 70**How many students did you assess for this outcome?:** 57**How many students met the outcome?:** 63**What percentage of students met the outcome?:** 90**Does this meet your threshold of acceptability?:** Yes**2017-18 SLO 6 Communication****Outcome:** Conceptualize and create persuasive messages for a variety of media.**SLO Area (select one):** Communication (UG)**Assessment Method:**

- Students in each section of ADV 4101, Copy & Visualization, are rated with a rubric on how they presented their advertising project
- The assessment was not used in course grading
- A rubric for SLO 6 measures five critical concepts on a 1-4 scale:
 - Objectives
 - Relevant Attention
 - Clearly Communicating the Message
 - Visualization and Copy
 - Effectiveness
- SLO 6 is assessed as follows:
 - An average of the graded responses of 0 (unanswered)-2 out of 4 is below expectations
 - An average of the graded responses of 2-2.9 out of 4 is near expectations
 - An average of the graded responses of 3-3.9 out of 4 meets expectations
 - An average of the graded responses of 4 out of 4 exceeds expectations
- Rubric is attached.

Attached Files

SLO Not Assessed This Year:**Results:****Overall Summary:**

33 out of 33 or 100% met or exceeded expectations, and the overall average was 3.3.

Results of this SLO assessment were satisfactory, but faculty suspect that variation from semester to semester and year to year may be due to different "coders"/instructors rating the student work. We plan to retain this rubric but revise our method and procedures for overall assessment with new assessment plan starting in 2018-19.

Yearly Summary:

In Fall 2016, 76% of the students who were assessed met or exceeded expectations, and the overall average was 3.1. In Fall 2016, the assessment was conducted in three sections of ADV4101.

In Spring 2017, 93% of the students who completed the instrument across all three sections met or exceeded expectations. The overall average score was 3.4.

In Fall 2017, 100% of the students who completed the instrument across all three sections met or exceeded expectations. The overall average score was 3.3.

Attached Files

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 70

How many students did you assess for this outcome?: 68

How many students met the outcome?: 73

What percentage of students met the outcome?: 93

Does this meet your threshold of acceptability?: Yes

2017-18 SLO 7 Communication

Outcome: Work cooperatively and efficiently in a team environment.

SLO Area (select one): Communication (UG)

Assessment Method:

- Students in sections of ADV 4800 are rated on how they participated in class and interacted with peers
- We plan to retain this rubric (attached) but revise our method and procedures for overall assessment with new assessment plan starting in 2018-19.
- A rubric for SLO 7 is used to measure eight critical characteristics on a 1-4 scale:
 - Reliable
 - Problem Solver
 - Effective Communicator
 - Active Listener
 - Active Participant
 - Cooperative
 - Commitment
 - Respect and Courtesy
- SLO 7 is assessed as follows:
 - An average of the graded responses of 0 (unanswered)-2 out of 4 is below expectations
 - An average of the graded responses of 2-2.9 out of 4 is near expectations
 - An average of the graded responses of 3-3.9 out of 4 meets expectations
 - An average of the graded responses of 4 out of 4 exceeds expectations

Attached Files

SLO Not Assessed This Year: true

Results:

In Fall 2017, the data were not collected. Summaries with name-redacted data for prior years were uploaded in prior years' reports. We plan to retain the rubric for the teamwork SLO but revise our method and procedures for overall assessment with new assessment plan starting in 2018-19.

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability:

How many students did you assess for this outcome?:

How many students met the outcome?:

What percentage of students met the outcome?:

Does this meet your threshold of acceptability?:

2017-18 SLO 8 Communication

Outcome: Give professional and informative oral presentations of advertising recommendations.

SLO Area (select one): Communication (UG)

Assessment Method:

- Students in each section of 4101, Copy and Visualization, are graded on how they present responses to assigned advertising problems
- The assessment was not used in course grading
- SLO 8 measures five critical characteristics on a 1-4 scale:
 - Organization
 - Content Knowledge
 - Visual Product
 - Mechanics
 - Delivery
- SLO 8 was graded through a rubric
 - An average of the graded responses of 0 (unanswered)-2 out of 4 is below expectations
 - An average of the graded responses of 2-2.9 out of 4 is near expectations
 - An average of the graded responses of 3-3.9 out of 4 meets expectations
 - An average of the graded responses of 4 out of 4 exceeds expectations
- Rubric is attached.

Attached Files

SLO Not Assessed This Year:

Results:

Overall Summary:

33 out of 33 or 100% met or exceeded expectations, and the overall average was 3.3.

Results of this SLO assessment were satisfactory, but faculty suspect that variation from semester to semester and year to year may be due to different "coders"/instructors rating the student work. We plan to retain this rubric but revise our method and procedures for overall assessment with new assessment plan starting in 2018-19.

Yearly Summary:

In Fall 2016, 35 out of 46 or 76% of the students who completed the instrument met or exceeded expectations, and the overall average was 3.3.

In Spring 2017, data was not collected

In Fall 2017, 33 out of 33 or 100% of the students who completed the instrument met or exceeded expectations, and the overall average was 3.3.

Attached Files

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability:

How many students did you assess for this outcome?:

How many students met the outcome?:

What percentage of students met the outcome?:

Does this meet your threshold of acceptability?:

2017-18 Department of Advertising Programmatic Use of Results for PGs and SLOs

Program: Advertising (BSAdv)

Programmatic Use of Results:

Programmatic Use of Results

B.S. in Advertising Assessment, 2017-18

SLOs

Per our prior academic assessment plan, faculty of the Department of Advertising have convened twice a year to review evidence related to all eight of our SLOs. Last year, department faculty met on September 21, 2017 to review data from spring 2017 and again on April 4, 2018 to review annual trends and evidence, including data from fall 2017.

In recent years, faculty have generally been satisfied with our performance (and our students' performance) in achieving SLOs related to advertising's broad functions in society. As apparent in evidence presented in other sections of this report, large majorities of our students regularly meet or exceed expectations in describing the role of advertising in a free market system (SLO 1) and analyzing information and applying problem-

solving skills in the development of campaigns (SLO 5).

Specific skill sets related to specific functions in advertising agency-type work, however, have been more problematic. Assessment data show that while many of our students have had no problem mastering skills such as explaining and interpreting CPM, CPP, rating, share, and GRP (part of SLO 4, “Compare and recommend media to best research audiences”), a large portion (55% in spring 2017 and 44% in fall 2017) did not meet expectations for these competencies. Likewise, too many of our students (69% in spring 2017 and 74% in fall 2017) did not meet expectations for SLO 3, “Identify and compare research and consumer information.”

In response to trends over the years that have been consistent with these data from the past year, we have introduced a revised curriculum that has been approved to start in 2018-19. The new curriculum retains what we believe to be strengths in areas related to SLO 3 and 4 while opening new avenues for students to think critically and engage experiential learning about the role of advertising and strategic messaging in society.

The new curriculum and proposed revisions to our assessment plan recognize that not all students necessarily need to be able to name metrics for buying and selling traditional mass media, but we also recognize as faculty that we need to improve how we teach students to gain and apply audience insights in diverse global marketplaces. Students in the new “Advertising Agency Track” will still have to take ADV 4300, Media Planning, to learn how to strategically buy and sell media in line with research and strategy, and that course has been revised to reflect modern media marketplaces and tracking systems.

Both tracks in the proposed curriculum (the “Advertising Agency Track” and the “Persuasive Messaging Track”) require four core courses that respond to these concerns as well:

1. ADV 3008 – revised to reflect modern media and marketplaces, and to focus on diverse audiences.
2. ADV 3001 – revised to emphasize case studies and projects to learn skills needed to address a variety of communications management issues and engage audiences in diverse marketplaces.
3. ADV 3403 (new course in Branding) - designed so students will learn to think creatively and critically about strategies and tactics applied to build and manage brands with insight into diverse audiences.
4. ADV 3500 – changed from “Advertising Research” to “Digital Insights” to better teach acquisition, evaluation and analysis of information for advertising decisions, and to emphasize understanding the scientific method, developing explicit and measurable research objectives, selecting appropriate methodologies, and analyzing data.

Faculty course coordinators have been assigned to each of the four courses above, and in 2018-19, these coordinators will work with all instructors of course sections to ensure that course goals and outcomes align with the priorities described in our new curriculum and assessment plan.

Course coordinators will work with faculty and instructors to develop pools of questions to measure revised SLOs and to implement a Canvas-based method of assessing those SLOs. We will collect data beginning in fall 2018 and conduct item analysis to determine how well each item serves as part of our measurement system for the new SLOs:

1. New SLO 1. “Students correctly identify information and trends related to the history and roles of professionals and institutions in shaping strategic communications,” will be measured directly with a sample of test items selected randomly from a faculty-developed pool of multiple-choice and true-false questions. A Canvas instrument including these items will be administered online for all students enrolled in ADV 4800, Advertising Campaigns (required capstone for Advertising Agency Track), or enrolled in one of the Immersion Option courses (required for the Persuasive Messaging Track).
2. New SLO 2. “Students formulate accurate audience insights from research and consumer information,” will be measured directly with a sample of test items selected randomly from a faculty-developed pool of questions that entail accurately reading and interpreting research data and information. A Canvas instrument including these items will be administered online for all students enrolled in ADV 4800, Advertising Campaigns (required capstone for Advertising Agency Track), or enrolled in one of the Immersion Option courses (required for the Persuasive Messaging Track).
3. New SLO 3. “Students correctly analyze strategic communication from case studies in branding,” will be measured directly with a sample of test items selected randomly from a faculty-developed pool of questions that entail reading a case study and choosing correct response options based on the information provided in the case. A Canvas instrument including these items will be administered online for all students enrolled in ADV 4800, Advertising Campaigns (required capstone for Advertising Agency Track), or enrolled in one of the Immersion Option courses (required for the Persuasive Messaging Track).

By launching the Persuasive Messaging Track we also will give students more class options and immersion venues to recognize and discuss legal and social responsibilities of advertising and strategic messaging (former SLO 2), conceptualize and create persuasive messages for a variety of media (former SLO 6), and work collaboratively in teams (former SLO 7, now SLO 4).

Program Goals

From 2014 to 2017 we significantly increased our number of majors (for 482 to 615). Enrollment held steady at 609 in spring 2018. In consultation with department faculty and the executive associate dean we decided to revise Program Goal #1 to state that we would like to maintain our overall enrollment rather than necessarily increase it. In 2018-19 we plan to maintain our numbers and take advantage of new faculty positions to offer more sections of smaller classes. But we also will reopen discussion of growing enrollment numbers again as we prepare to launch a UF Online option for one of our new tracks.

For Program Goal #2, we are pleased with the increase in the number of hispanic students we are attracting to the advertising major and attribute some of that success to recent hires, new members of our advisory council, student organization leadership, and relationships with professional organizations that offer opportunities such as the American Association of Advertising Agencies (4A's) Multicultural Advertising Internship Program. We plan to leverage all of these resources (including open searches for new faculty) to make the major more appealing to African American students in 2018-19. We also plan to work closely with our college's Knight Division for Career Resources and Multicultural Affairs as well as our newly hired director for inclusion and diversity to make sure our overall climate is welcoming to all students as we launch our new curriculum and advise students about opportunities in the field.

Attached Files

Program Results Not Reported This Year:

Advertising (BSAdv) Detail

End: 06/30/2018

Start: 07/01/2017

Providing Department: Advertising (BSAdv)

Assessment Cycle (All AAPs):

Assessment Cycle

Program: Department of Advertising College: Journalism and Communications

Analysis and Interpretation: May-August

Improvement Actions: Completed by September 1

Dissemination: Completed by October 1

SLOs	2014-15	2015-16	2016-17	2017-18
Content Knowledge				
#1	√	√	√	√
#2	√	√	√	√
Critical Thinking				
#3	√	√	√	√
#4	√	√	√	√
Communication				
#5	√	√	√	√
#6	√	√	√	√
#7	√	√	√	√
#8#	√	√	√	√

SLO Assessment Rubric (All AAPs):

Orally present ideas and recommendations clearly and effectively

Give professional and informative oral presentations of advertising recommendations				
	Below Expectations (1)	Near Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
1. Organization	Information was not presented in a logical, interesting or creative sequence. Does not convey the information in a manner the audience can understand.	Information was presented in a manner which does not adequately convey the information in a manner the audience can completely understand.	Information was presented in a logical, straightforward sequence which conveys the meaning in a manner the audience can understand.	Information was presented in a logical, interesting, creative and engaging sequence which conveys the meaning in a manner the audience can understand.
2. Content Knowledge	Lack of understanding of content. Unable to answer basic questions.	Not completely familiar or comfortable with content. Limited ability to answer basic questions.	Demonstrated a firm grasp of the content. Ability to answer basic questions.	Demonstrated an in-depth understanding of the content and ability to provide explanations and elaborate on issues.

3. Visual Product	Use of visuals and/or graphics does not contribute to the effectiveness of the presentation and/or detract from its effectiveness.	Use of visuals and/or graphics do not fully contribute to the effectiveness of the presentation and/or somewhat detract from its effectiveness.	Use of visuals and/or graphics contribute to the effectiveness of the presentation and do not detract from its effectiveness	Visuals and/or graphics make the presentation engaging and free from distractions.
4. Mechanics	Major misspellings, grammatical, punctuation and pronunciation errors throughout. Unacceptable.	Major misspellings, grammatical, punctuation and pronunciation errors in some areas. Acceptable with revisions.	No more than minor misspelled words, grammar, punctuation or pronunciation errors. Adequate for presentation without revision.	No misspelled words, grammar, punctuation or pronunciation errors.
5. Delivery	Inadequate use of volume and clarity of voice, pronunciation and eye contact to deliver the information. Read directly from notes or visuals for majority of presentation.	Some flaws in use of volume and clarity of voice, pronunciation and eye contact to deliver the information. Strong reliance on notes or visuals.	Presenter used proper volume and clarity of voice, pronunciation and eye contact to deliver the information with some reliance on notes or visuals.	Presenter was able to manipulate volume and clarity of voice, pronunciation and eye contact to engage the audience and effectively deliver the information with only appropriate reliance on notes or visuals.

Methods and Procedures (UG and Certificate AAPs):

Methods and Procedures

The Department of Advertising's academic assessment plan serves as the foundation for a systematic, data-driven program to identify needed changes and improvements. SLOs 1-5 are tested with written exam questions via a final assessment instrument administered in the Department of Advertising's capstone course, ADV 4800, Advertising Campaigns. This course has all required (core) courses in Advertising as pre-requisites and offers the opportunity for direct assessment at the completion of a student's program in Advertising.

Direct assessment of SLOs 6 and 8 will be assessed by faculty observing student oral presentations of advertising recommendations using rubric established by the faculty as part of ADV 4101, Copy and Visualization, a required (core) course in the major.

A faculty-developed rubric is also used to assess SLO 7, "work cooperatively and efficiently in a team environment," with evidence gathered by direct observation and peer feedback of performance in a comprehensive campaign planning project in the capstone course.

In addition to these assessments, the Department of Advertising compiles annually a variety of data regarding student performance, program quality and program operations for faculty review and analysis. These data include admissions, faculty teaching evaluations, internship evaluations, evaluations of students' performance by advertising professionals, and graduation data.

Curriculum Map (UG AAPs only):

SLOs	Additional Assess							
	ADV 3008	ADV 3001	VIC 3001	ADV 3500	ADV 4101	ADV 4300	ADV 4800	Internship
Content Know								
1I	R	R	R	R	R	R	A Q/T	R/A
2I	R	R	R	R	R	R	A Q/T	R/A
Critical Think								
3I	R	R	R	R	R	R	A Q/T	R/A
4I	R		R			R	A Q/T	R/A
Communication								
5I	R	R	R	R	R	R	A Q/T	R/A
6I	R	R	R	R/A P	R	R	A Q/T	R/A
7	I		I/R	R	R		A Q/T	R/A
8	I		I/R	R/A P				R/A

Assessment Codes: Q/T: Quizzes and Tests P: Oral Presentation